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ABSTRACT

This teaching guide for a tobacco education curriculum at the kindergarten level is part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades K-3, and a resource materials list. The basic instructional concepts for the kindergarten level focus on helping students: (1) develop positive self-images to enable them to accept and express themselves and to make independent decisions; (2) feel good about themselves so that they are able to work, play, and interact with others responsibly; and (3) adopt non-smoking attitudes and behaviors in the desire to stay well and to have a strong healthy body. Objectives, teacher information worksheets and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/NRB)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

KINDERGARTEN

The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

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PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; involving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

MAJOR CONCEPTS	GRADES	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I. Self-Image, Self-Knowledge and Values										
1. Self-Image		X	X	X	X	X	X	X	X	X
2. Self-Awareness		X	X	X	X	X	X	X	X	X
3. Awareness of Others		X	X	X	X	X	X	X	X	X
4. Value One's Health		X	X	X	X	X	X	X	X	X
5. Personal Responsibility for Health		X	X	X	X	X	X	X	X	X
II. Tobacco Knowledge and Issues										
1. Safety Hazards Related to Tobacco Use			X		X					
2. Importance of Clean Air			X	X	X					
3. Immediate Effects of Tobacco Use			X	X	X	X	X	X	X	X
4. Rights of Nonsmokers and Smokers			X	X	X	X	X	X	X	X
5. Tobacco Habit				X	X	X	X	X	X	X
6. Effects of Smoking on Athletic Performance					X	X	X	X	X	X
7. Long-Range Effects of Tobacco Use					X	X	X	X	X	X
8. Psychological and Social Factors of Tobacco Use					X	X	X	X	X	X
9. Tobacco Advertising						X	X	X	X	X
10. Tobacco and U.S. Economy						X	X	X	X	X
11. U.S. Government Roles							X	X		X
III. Coping Skills										
1. Communications Skills		X	X	X	X	X	X	X	X	X
2. Decision-Making Skills		X	X	X	X	X	X	X	X	X
3. Decisions About Tobacco Use			X	X	X	X	X	X	X	X
4. Alternatives to Tobacco Use								X	X	X
5. Quit Smoking									X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES K-3

KINDERGARTEN

CONCEPT I:

Development of a positive self-image enables the student to accept and express him/herself and to make independent decisions.

OBJECTIVES

1. The student will be able to identify and express a variety of feelings.
2. The student will be able to identify several ways of expressing happy, sad, angry and frightened feelings.
3. The student will verbalize some unique and special characteristics about him/herself.
4. Presented with opportunities the student will make independent decisions.
5. Presented with opportunities to make a choice, the student will express satisfaction in thinking for him/herself.

CONCEPT II:

When children feel good about themselves, they are able to work, play and interact with others in a responsible and caring way.

OBJECTIVES

1. The student will be able to accept feelings of others that may differ from his/her own.
2. The student will identify positive characteristics of self and others.
3. The student will discuss the importance of sharing and working with others.
4. The student will accept decisions of others that may differ from his/her own.

CONCEPT III:

In order for the child to adopt non-smoking attitudes and behaviors, he/she must develop a desire to stay well and to have a strong healthy body.

OBJECTIVES

1. The student will be able to recognize the difference between feeling good and feeling sick.
2. The student will value his/her own physical well-being.
3. The student will identify ways he/she is responsible for keeping his/her body healthy.
4. The student will explain the importance of making personal decisions for good health.
5. The student will describe actions which are good for health and actions which are bad for health.
6 The student will identify safety hazards to health.
7. Given an opportunity, the student will choose to follow safety rules.

FIRST GRADE

CONCEPT I:

A positive self-image enables a child to accept him/herself, interact with others, and make responsible decisions.

OBJECTIVES

1. The student will be able to identify feelings and how they change.
2. The student will be able to express a variety of feelings.
3. The student will be able to explain how he/she would handle a situation which caused an unpleasant feeling.
4. The student will be given opportunities for making personal decisions.
5. The student will be able to give reasons why it is good to make his/her own decisions.
6. The student will accept consequences for his/her decisions.
7. The student will accept feelings, decisions and actions of others that may differ from his/her own.
8. The student will be able to describe several ways in which each person is unique.
9. The student will contribute to group decision-making.
10. The student will accept group decisions.

CONCEPT II:

A child who values his/her own health can more easily adopt nonsmoking attitudes and behaviors.

OBJECTIVES

1. The student will identify things that he/she chooses to do to stay healthy.
2. The student will give reasons for caring for and protecting his/her body.
3. The student will identify several choices that can be made to protect a healthy body.

CONCEPT III:

Air is important to all living things.

OBJECTIVES

1. The student will identify some characteristics of air.
2. The student will describe why air is necessary for life.
3. The student will identify why air is important in breathing.
4. The student will name several ways air can become polluted.
5. The student will describe how smoking is a source of air pollution.
6. The student will describe how smoking affects our "senses."
7. The student will describe how smoking is harmful to nonsmokers as well as smokers.
8. The student will identify ways in which he/she makes choices about the air he/she breathes.
9. The student will be able to explain why clean air is important.
10. The student will express positive feelings about clean air.

CONCEPT IV:

Cigarette smoking is a safety hazard.

OBJECTIVES

1. The student will be able to list various safety hazards.
2. The student will be able to list various hazards caused by smoking.
3. The student will identify ways in which smoking can cause fires.

SECOND GRADE

CONCEPT I:

The reinforcement of a positive self-image enables a child to accept him/herself, interact with others, and make responsible decisions.

OBJECTIVES

1. The student will describe how he/she may express a variety of emotions.
2. The student will discover that feelings are related to experiences.
3. The student will explore many ways that people handle feelings.
4. The student will discover that some methods of handling one's emotions may be more constructive than other ways.
5. The student will demonstrate an ability to make decisions.
6. The student will examine alternatives and consequences before making a decision.
7. The student will accept the consequences for decisions freely made.

CONCEPT II:

A child who values and maintains a strong healthy body can more easily adopt nonsmoking attitudes and behaviors.

OBJECTIVES

1. The student will acknowledge responsibility for protecting the health of his/her body.
2. The student will identify specific behaviors and consequences that will affect his/her future health.
3. The student will discuss the difference between sickness caused by exposure to something and sickness resulting from poor health choices.
4. The student will express pride in something he/she does to maintain a healthy body.

CONCEPT III:

Air is important to maintain body systems.

OBJECTIVES

1. The student will identify the properties of air.
2. The student will describe how air is used by the body.
3. The student will explain how "dirty" air affects the respiratory system.

CONCEPT IV:

Personal and environmental air pollution are hazards to health.

OBJECTIVES

1. The student will define air pollution.
2. The student will identify sources of environmental air pollution.
3. The student will identify sources of personal air pollution.
4. The student will explain why tobacco smoking is a major source of personal air pollution.
5. The student will express his/her feelings about environmental and personal air pollution.

CONCEPT V:

Many of the things we do regularly become habits.

OBJECTIVES

1. The student will discuss the meaning of a habit.
2. The student will list various personal habits.
3. When presented with a list of potential habits, students will be able to classify them on a personal basis as "healthy," "unhealthy" or "neither healthy nor unhealthy."
4. The student will identify smoking as a habit.

THIRD GRADE

CONCEPT I:

A positive self-image enables a child to make responsible decisions regarding risk-taking behaviors.

OBJECTIVES

1. The student will role play how he/she might express emotions and handle them.
2. The student will learn and practice communication skills as a way of handling needs and feelings.
3. Given a situation, the student will gather information about the causes of an action prior to making a judgement.
4. The student will examine alternatives and consequences in making decisions.
5. The student will identify actions which may be considered risk-taking.
6. The student will be able to discuss his/her feelings about risk-taking behaviors.
7. The student will list mistakes one can make and how one can learn from his/her mistakes.
8. The student will discuss a situation when it is all right to change his/her mind.

CONCEPT II.
Smoking contributes to poor physical health.

OBJECTIVES
1. The student will name and locate six body systems.
2. The student will describe the functions of six body systems.
3. The student will locate and identify the body systems affected by smoking.
4. The student will be able to explain the immediate effects of smoking on the body systems.
5. The student will be able to discuss how smoke affects people who do not smoke.
6. The student will discuss how smoking reduces athletic performance.

CONCEPT III:
Cigarette smoking is a safety hazard.

OBJECTIVES
1. The student will identify safety hazards which are caused by smoking.
2. The student will list ways in which smoking-related fire hazards can be prevented.

CONCEPT IV:
Cigarette smoking can be habit-forming.

OBJECTIVES
1. The student will list various reasons why people smoke.
2. The student will describe why smoking is a habit.
3. The student will explain why he/she feels smoking is a poor health habit.

CONCEPT V:
Assuming personal responsibility for safeguarding one's own health is essential for a long and healthy life.

OBJECTIVES
1. The student will identify health habits that affect present and future health.
2. The student will set personal goals for protecting his/her own body.
3. The student willl express pride in making personal decisions about health habits.
4. The student will explain why the decision to smoke or not to smoke is a personal one.
5. The student will discuss the importance of assuming responsibility for one's health.

MATERIALS LIST

KINDERGARTEN

TEACHER RESOURCES - The following are examples of references that provide further background in affective education. Their acquisition is optional.

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price: $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50.

CLASS RESOURCES:

ORDER TWO MONTHS IN ADVANCE

American Cancer Society. An Early Start to Good Health. Unit 1 - my Body. Many schools have received this filmstrip/cassette resource. If your school has not, write to American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, New York 13057 or call (315) 437-7025.

All other materials should be available through your school art department supplies.

GRADE K CONCEPT I

CONCEPT: Development of a positive self-image enables the student to accept and express him/herself and to make independent decisions.

LEARNING ACTIVITIES	RESOURCES

OBJECTIVES:

1. The student will be able to identify and express a variety of feelings.

2. The student will be able to identify several ways of expressing happy, sad, angry and frightened feelings.

TEACHER INFORMATION

At this level, it is important that pupils learn to identify feelings before proceeding into activities that require them to learn different ways to express feelings.

ACTIVITY 1.

Have children sit in a semicircle. Discuss emotions, what they are, and how we express them in different ways: happy - smiling; scared, frightened - hiding, running or yelling for help; sad - crying; mad, angry - shaking your fist.

Ask for someone to come to the center of the semicircle, indicate an emotion and act out how he/she might express it. Ask for different ways of expressing that same emotion.

ACTIVITY 2.

When reading a story, poem or showing pictures to the class, ask children to identify the emotions portrayed.

ACTIVITY 3.

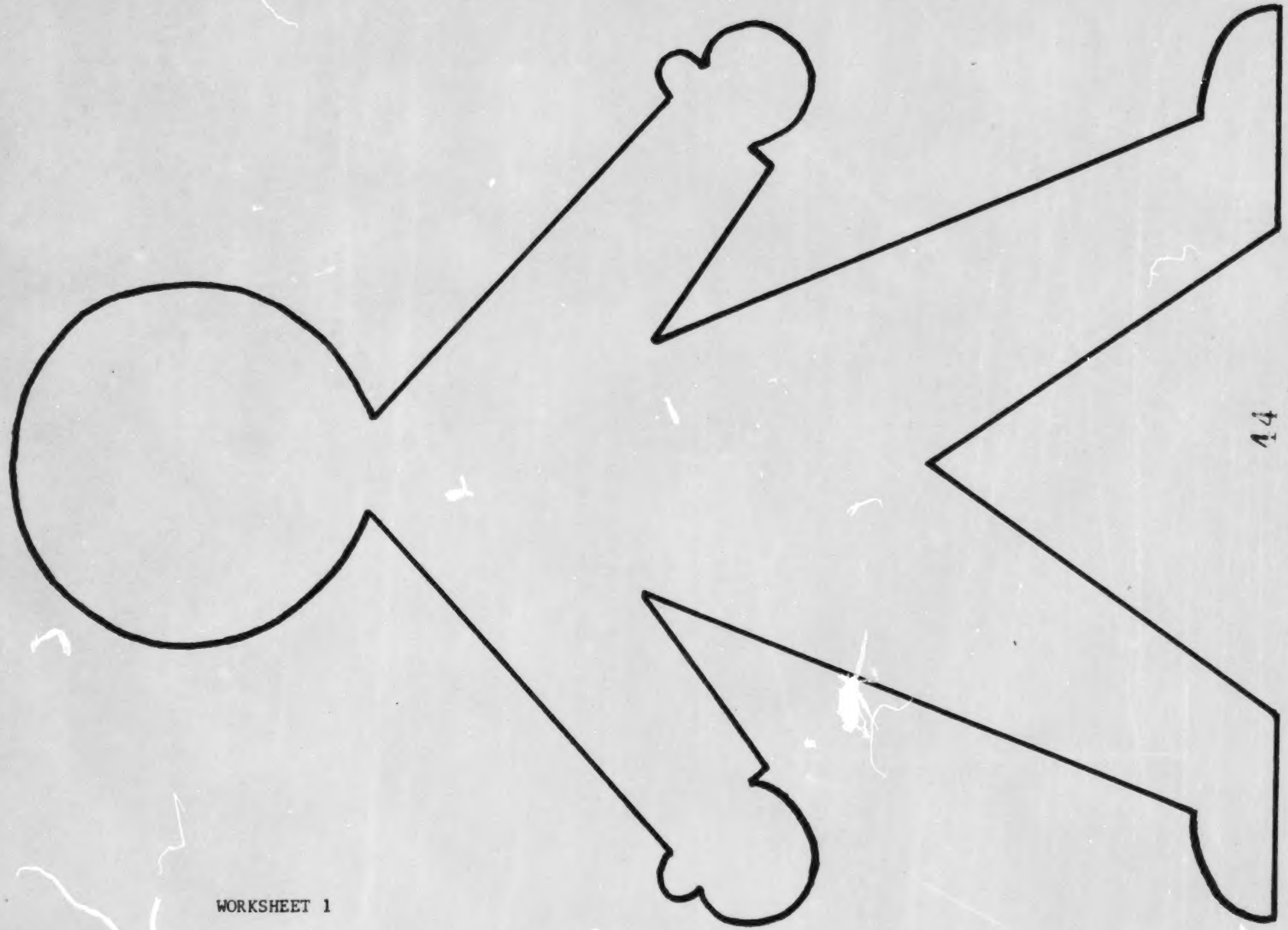
Ask children to complete unfinished sentences aloud, each taking a turn so that everyone has a chance to participate. For Example:

a) I feel good when . . .
b) I am happy when . . .
c) My teacher makes me feel . . .
d) I am angry when . . .
e) I am sad when . . .
f) I am afraid when . . .
g) I worry about . . .
h) When Mom yells at me, I feel . . .

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 3: (cont'd) For variety - have students draw pictures showing how they felt in one of the situations above.	
ACTIVITY 4. Provide two paper plates for each student: a) Supply wool, crayons, paper scraps, to make happy and sad faces. b) Draw sad face on one plate, happy on the other. Glue back to back and insert ice cream stick or tongue depressor for a handle. c) Ask students to display the face which represents how you might feel when . . . - you've eaten 5 scoops of ice cream. - you've run around the block. - you go to bed very late. - you are sick. - it's Sunday night. - it's Friday night. - you see your parents smoking cigarettes. - you do well in a game. - you help do the dishes. - summer comes. - you have to do something you don't want to do. - someone is smoking a cigarette and the smoke drifts your way.	MATERIALS 2 paper plates/student 1 ice cream stick/student crayons colored paper wool
TEACHER INFORMATION Explain to students that happiness, sadness and other emotions can result from many different types of experiences and that people express happiness, sadness and other emotions in a variety of ways. In discussions bring out that some ways of expressing feelings can make people feel worse and some ways can help them feel better. Use examples. (For example: hitting someone, hiding, helping someone.)	
ACTIVITY 5. Roleplay various ways people show they are happy, using words and phrases denoting happiness. Examples: feeling good laughing giggling clapping smiling tickled pink	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 6. Role play various ways people show they are sad, using words and phrases denoting sadness. - saying goodbye - being left out - pouting - hurting someone - crying - being very quiet - wanting to be left alone. ACTIVITY 7. Role play various ways people show they are angry, using word and phrases denoting anger. Examples: - mad - screams - stamp foot - hold breath - slam the door - throw something - sulk - hit someone - say something mean to or about someone else. ACTIVITY 8. Role play various ways people show they are afraid, and use words and phrases denoting fear. Examples: - frightened - trembling - shaking - hiding - turning pale ACTIVITY 9. Share personal experiences that have caused you happiness, sadness, anger or fear as a jumping off point for student sharing.	
OBJECTIVE: 3. The student will verbalize some unique and special characteristics about him/herself. PURPOSE: To develop a positive self-concept. TEACHER INFORMATION The feeling about oneself is called self-concept. A good self-concept derives in part from feelings of success. If other people value you, you will feel that you are a valuable person. If other people accept you and like you, you will feel that you are successful as a person.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1. As a means of helping students begin to think about their uniqueness: a) Explain the uniqueness of fingerprints. b) Have each student put his/her thumbprint just above his/her name on a piece of paper. Post thumbprints on a bulletin board.	MATERIALS large piece of paper water soluble ink ink pad
ACTIVITY 2. Mirrors sometimes are used in a negative fashion, to call a child's attention to characteristics with which adults are dissatisfied - e.g., "Look how messy your hair is," or "See your dirty face." By contrast, mirrors can be used effectively in a positive, reinforcing manner, to help children feel special and good about themselves. a) Have students look at themselves in mirrors, while teacher circulates, making positive comments about features as reflected in the mirrors. For example: "What a great smile you have." (Note: Teacher will find it helpful to give some thought ahead of time to what he/she might say about each child.) b) Help students discover: (1) how their smiles, frowns and tears look. (2) the special features that make each child unique (e.g., one eyebrow straighter than the other, one ear higher, one eye larger, how the hairline varies.) c) Make self-portraits by filling in Worksheet 1: features, hair, clothing, etc. Students may cut out self-portraits. d) Display portraits on the bulletin board. Give it a catchy title such as "I am healthy and happy."	MATERIALS mirrors, at least 5" x 5" in size; one for every two students MATERIALS Worksheet 1
OBJECTIVES: 4. Presented with opportunities, the student will make independent decisions. 5. Given the opportunity to make a choice, the student will express satisfaction in thinking for him/herself. TEACHER INFORMATION Teachers often have opportunities for improving the intellectual ability of young children. Depending upon what the child says, the teacher then may clarify a child's misconceptions,	



WORKSHEET 1

LEARNING ACTIVITIES

RESOURCES

TEACHER INFORMATION (cont'd)
provide a label, extend the meanings, raise a question and/or provide a similar response which will keep the conversation meaningful and task-oriented.

ACTIVITY 1:

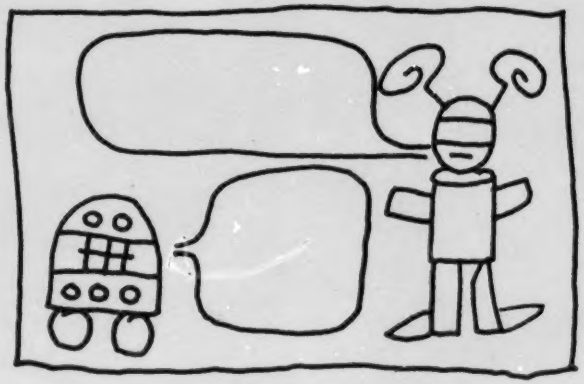
Read a story where the main character makes a choice. Use techniques discussed above to help broaden understanding of how the character arrives at his decision.

ACTIVITY 2:

"Talking Balloon"-A Time I Made a Good Choice.

Provide each child with a sheet of paper. Have him/her make a drawing about a time he/she made a good decision. Draw or paste a "cartoon balloon" on each child's drawing. Ask each child to tell you a few words about the picture. Write a sentence or two in the balloon. Have children "read" their pictures to each other. Display in school or send home.

MATERIALS:
drawing paper
crayons/poster paint
scissors
paste/tape



GRADE K CONCEPT II

CONCEPT: When children feel good about themselves, they are able to work, play and interact with others in a responsible and caring way.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to accept feelings of others that may differ from his/her own. 2. The student will identify positive characteristics of self and others.	
ACTIVITY 1. Bring in old magazines. Have students search for pictures of people showing emotions. Make a classroon collage entitled "Feelings."	MATERIALS old magazines scissors paste paper
ACTIVITY 2. Have students act out or draw a picture to illustrate a feeling they have in some particular situation. Use a story starter, such as "My mother yelled at me as I left for school today," for their reaction. Follow with discussion, "Is it all right to say how you feel?"	
ACTIVITY 3. Provide values voting session. After each question is read, have children indicate how they feel by using the following signs: 1) It's O.K. - raised arm, thumbs up. 2) I like it a lot - waving arm, thumbs up. 3) I don't like it very much - raised arm, thumbs down. 4) I don't like it at all - waving arm, thumbs down. 5) I don't know or I don't want to answer - arms folded across chest. And questions such as: a) How many of you like to ride a bicycle? b) How many of you like vegetables? c) How many of you like school? d) How many of you dislike it when you see someone you like smoking?	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4: Seat children in a small circle. Ask two children to go to the middle and demonstrate through movement and expressions how each feels: a) on his/her birthday. b) when a favorite toy breaks. c) when he/she waits in line. d) after falling down and getting hurt. e) when he/she is alone. f) when there is a thunderstorm. g) when being chased by a dog. h) when he/she needs friends to play. i) when going into a dark room. Discuss differences as demonstrated by children. Bring out that everyone does not react the same way to the same experience. ACTIVITY 5. Have children tell about things they can do well. They may bring to school things they are proud of having made or collected. Display some of their hobbies.	
OBJECTIVES: 3. The student will discuss the importance of sharing and working with others. 4. The student will accept decisions of others that may differ from his/her own. ACTIVITY 1. Have children brainstorm how they help at home. Discuss the many different ways of helping. Make sight word vocabulary cards using these words. Role play in housekeeping corner. ACTIVITY 2. Have children sort through old magazines and cut out pictures of children and people playing and working together. Place on bulletin board and match vocabulary cards with activities, people and objects shown in the pictures. ACTIVITY 3. Trace children's handprints and put names on outlines to use for class assignment chart. Title chart "Helping Hands."	MATERIALS old magazines scissors paste paper

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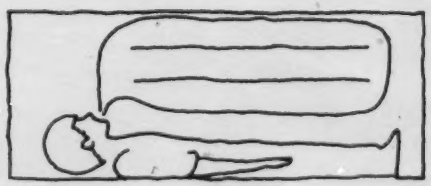
LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4. Discuss friendship. What is it? Use two animal puppets to role play friends.	MATERIALS two animal puppets
ACTIVITY 5. Instruct children to look through magazines and cut out all the pictures of families they can find; paste the pictures in a Classroom Family Scrapbook. Don't forget that animals have families, too. Children may want to bring in pictures of their own families.	MATERIALS magazines scissors paste scrapbook
ACTIVITY 6. Good behavior is part of growing up. Improving your behavior tells others you are growing up. Plan an activity that can be done at home with a younger brother or sister to demonstrate "growing up."	
ACTIVITY 7. Have children share experiences where a decision was made that they did not like. Discuss, as a class, how one feels and what one can do to accept the decisions of others. For example: a) Mom and Dad will not let me eat candy between meals. b) I want Uncle Jim to quit smoking cigarettes, but he won't.	

GRADE K CONCEPT III

CONCEPT: In order for the child to adopt non-smoking attitudes and behaviors, he/she must develop a desire to stay well and to have a strong healthy body.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to recognize the difference between feeling good and feeling sick. 2. The student will value his/her own physical well-being.	
ACTIVITY 1. Discuss with students what it is like being sick, and what it is like to feel good. Lead a discussion by asking "When were you last sick?" "How did you feel?" Discuss the importance of feeling good.	
ACTIVITY 2. Have students draw pictures showing a time when they feel good and a time when they feel sick. Display pictures. Take dictation on talking balloons and paste on student pictures.	MATERIALS paper crayons or finger paints
	
ACTIVITY 3. Have children draw (or cut from magazines) pictures of things that make them feel good or that help them take care of their health. Ask the children to describe their pictures. Write these descriptions on the reverse side of the pictures. When completed, bind together so that the descriptions face the teacher and the pictures face the students. Read the description for each picture and lead a discussion about the things we do to take care of our health.	MATERIALS paper crayons water color markers string or ribbon to bind picture book

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4. Health manners for children with colds. a) Have children draw full size pictures of their heads. b) Trace children's hands and cut out tracings. c) Have each child paste tissue over mouth of drawing and paper hand on top.	MATERIALS paper/paper plate tissue paste crayons wool
ACTIVITY 5. Have children compare stories about relatives who are sick or were sick. This should lead to a discussion in which the teacher may be able to explain that some illnesses are self-inflicted, others are caused by exposure to someone else, others occur by accident, and others occur without a known cause.	
ACTIVITY 6. Have children guess body parts that see, hear, taste, chew and touch in answer to riddles that describe function and placement. Examples: - People use these to see. They may be different colors. - People use these to smell. You have one under your eyes and above your mouth.	
ACTIVITY 7. Make a child-size poster board body with movable parts (head, neck, arms, elbows, hands, hips, legs, knees, feet). Use fasteners to join. Point to section of the body. Have children offer name and tell the "work" it does.	MATERIALS paper scissors brass fasteners crayons
OBJECTIVES: 3. The student will identify ways he/she is responsible for keeping his/her body healthy. 4. The student will explain the importance of making personal decisions for good health. 5. The student will describe actions which are good for health and actions which are bad for health.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1. We Get Ready for School a) Have pictures depicting activities of children as they prepare for school (rising, bathing, dressing, eating, brushing teeth, combing hair) propped on rail of chalkboard in random order. b) Ask, "What is the first thing you do when you get ready to go to school?" c) Let all children contribute their activities. Ask if any children do things that are not shown; and establish a pattern of activities for most of the children in the class. d) Invite attention to pictures on chalkboard. Ask "Can anyone arrange these pictures in the order that you do them, showing what the child in the picture does?" e) Let children take turns arranging pictures. (Allow for differences in opinions as to the order of activities if child's reasoning reflects his/her situation.) f) Children may wish to make up a story concerning the child in each picture. g) Make an "experience chart" by listing all activities for each day across the top and children's names down the side. Title chart "We Get Ready for School." Check each activity completed by each child on each day.	MATERIALS pictures of children preparing for school
ACTIVITY 2. Invite the school nurse or doctor to talk with the class. Ask children to tell things they do to keep healthy; who helps them and how. Have school nurse or doctor talk about what the children do that is good, why, and what else they could do.	
ACTIVITY 3. To illustrate why it is important to keep clean to be healthy, use the following experiment with students: a) Cut two potatoes in half. Place each half on a saucer, being careful not to touch the inside of the potatoes, or place one slice of bread on each saucer. b) Ask a child to wash one of his hands with soap, and not to wash the other. Ask another child to rinse one hand - leaving the other hand unwashed. c) Have child place one hand on the cut surface of each half potato/bread slice; label potatoes/bread slices. 1) Washed with soap 3) Unwashed 2) Rinsed hand 4) Unwashed	MATERIALS 2 potatoes/4 bread slices knife 4 saucers plastic wrap magnifying glass

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 3: (cont'd) d) Cover all and label. e) Place in warm dark place. After 4 days, place saucers under magnifying glass to observe the colonies of bacteria on each half. There should be more bacteria on the slices touched by unwashed hands. f) Ask question - "Is it better to rinse, or wash with soap?" ACTIVITY 4. Show filmstrip, "My Wonderful Body Machine." Follow activities in Teacher's Guide.	MATERIALS: An Early Start to Good Health, Unit I - "My Body" (American Cancer Society)
OBJECTIVES: 6. The student will identify safety hazards to health. 7. Given an opportunity, the student will choose to follow safety rules. ACTIVITY 1. Discuss with student a few safety rules and why we need them. Examples: - never point with sharp objects - never run with sharp objects - carry sharp objects with points down - never throw dirt or sand - If anything gets in your eye - don't rub it - get help - do not put anything in your ears or nose - don't run with objects in your mouth - chew slowly - put your toys and tools away - look both ways before crossing the street - don't play with matches. ACTIVITY 2: Invite a fireman, a policeman, the safety-guard, or school nurse-teacher to talk to class or visit a fire house and/or paramedic station. ACTIVITY 3: Each week assign three children as the "Safety Group" to check the classroom and see if safe conditions are maintained. Are tools and toys put away after use? Are Pencils, crayons and other objects picked up from floor, etc.?	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4: Have students draw posters depicting a safety rule they will follow.	MATERIALS: paper crayons water color markers

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 11501	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Franklin
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valley	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NYL 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens